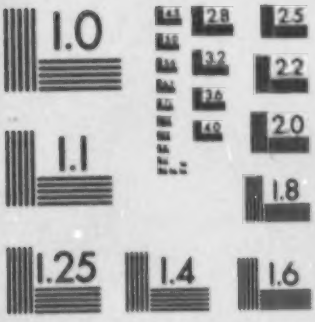

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ABSTRACT

Findings regarding the functions of schooling from the perspectives of teachers, parents and students in the elementary and secondary schools that participated in "A Study of Schooling" are presented. These functions were classified into four major categories: social, intellectual, personal, and vocational development. Study participants were asked to respond to four questions related to these functions: (1) their perceptions of the importance attached by their school to each function; (2) their perceptions of which function received the most emphasis; (3) how important they thought each function should be; and (4) which function they thought should be emphasized at their school. The sections in this report summarize the results of each of the four questions, comparing the responses of teachers, parents, and students in elementary or secondary schools and for each school. The final section deals with functions congruence, a measure generated by a comparison of the two questions on function emphasis. This analysis yields those respondents who perceived the school as emphasizing the functions which they thought should be emphasized. This functions congruence measure can be considered as one indicator of satisfaction with what the school is providing for students. Results were also provided in tabular form. A copy of the instrument is appended. (JD)

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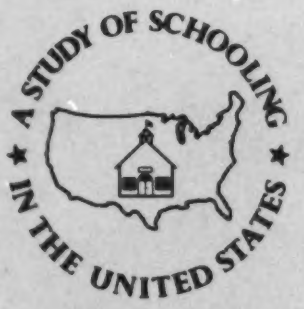

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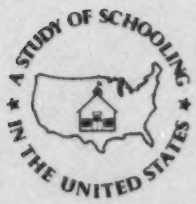

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FUNCTIONS OF SCHOOLING: PERCEPTIONS AND PREFERENCES OF TEACHERS, PARENTS AND STUDENTS

Bette C. Overman

Technical Report No. 10

1980

A Study of Schooling is based upon the assumption that improving schools requires knowing what is happening in and around them. A comprehensive data-base of contextual information was obtained from students, teachers, administrators, parents and observers at all grade levels in thirty-eight elementary and secondary purposively sampled schools. *It is strongly recommended that readers of any technical report in this series first read Technical Report No. 1 which outlines the details, scope and limitations of the Study as a whole.*

It must be understood that this series of technical reports does not constitute the Study. Some reports are highly specific "molecular" inquiries while others take a more "molar" view across data sources, schooling levels, etc. Some reports are more methodological in nature arising out of issues in data analysis. Many of the reports quite naturally overlap in data analysed and interpretations rendered. Some authors have approached their task as consisting mostly of data description with little discussion beyond the presentation of the data. Others have ventured further into the realm of interpretation and speculation. *It must be further understood that data-based inferences can and do differ among researchers who come at the data from differing points-of-view.* Authors, therefore, are duly acknowledged for each report and are responsible for the material presented therein.

TABLE OF CONTENTS

	Page
Introduction	1
Section I. Teachers', Parents' and Students' Perceptions of How Important Each Function is at Their Schools	
A. Schooling Levels Analysis	3
B. Individual Schools Analysis	8
Section II. Opinions Regarding How Important Each Function Should be at Their Schools	
A. Schooling Levels Analysis	21
B. Individual Schools Analysis	26
Section III. Teachers', Parents' and Students' Perceptions of the Function Most Emphasized at Their Schools	
A. Schooling Levels Analysis	33
B. Individual Schools Analysis	34
Section IV. Preference for Function That Should be Emphasized at Their Schools	
A. Schooling Levels Analysis	39
B. Individual Schools Analysis	42
Section V. Function Congruence	
A. Schooling Levels Analysis	53
B. Individual Schools Analysis	53
C. Function Congruence as One Measure of Program Satisfaction	58
Summary	69
APPENDIXES	
A. Functions Questions as Worded in Teacher, Parent and Student Surveys	73
B. Number of Teacher, Parent and Student Respondents at Each School	77

Introduction

This report will present the findings regarding the functions of schooling from the perspective of teachers, parents and students in those schools that participated in A Study of Schooling.

Since closed-format survey-type questions were to be utilized, it was necessary to categorize the possible functions of schooling. To this end, goal statements from states, districts and local schools were reviewed and content analyzed. It was determined that these goals could be generally classified into four major categories: Social, Intellectual, Personal and Vocational Development. These four functions were subsequently defined as follows:

Social Development

> Instruction which helps students learn to get along with other students and adults, prepares students for social and civic responsibility, develops students' awareness and appreciation of our own and other cultures.

Intellectual Development

> Instruction in basic skills in mathematics, reading, and written and verbal communication; and in critical thinking and problem-solving abilities.

Personal Development

> Instruction which builds self-confidence, creativity, ability to think independently, and self-discipline.

Vocational Development

> Instruction which prepares students for employment, development of skills necessary for getting a job, development of awareness about career choices and alternatives.

Teachers, parents and secondary students were asked to respond to four questions related to these functions: how important their schools thought each function to be, which one of the functions received the most emphasis at their schools, how important they thought each function should be and which function they thought should be emphasized at their schools. Upper elementary students were asked only the functions emphasis questions. (See Appendix A for exact wording of the questions as they appeared in the Surveys for each data source.)

The following sections will summarize the results of each of the four questions comparing the responses of teachers, parents and students for each level of schooling and for each school. The final section will deal with functions congruence, a measure generated by a comparison of the two functions emphasis questions. This analysis yields a percentage of respondents, each data source at each school, who perceived the school to be emphasizing the function which they thought should be emphasized. This functions congruence measure can be considered as one indicator of satisfaction with what the school is providing for students.

Section I

Teachers', Parents' and Students' Perceptions of How Important Each Function is at Their Schools

A. Schooling Levels Analysis

The responses of teachers to this question aggregated at each level of schooling are shown in Table 1. The percentage of respondents for each of the four categories of importance as well as means, standard deviations and number of respondents are included in the table.

The Social, Intellectual and Personal functions are somewhat higher at the Elementary level than at the Secondary levels and higher at the Middle level than at the High School level.* The reverse is true of the Vocational function which is highest at the High School level, and lowest at the Elementary level; however, even at the Elementary level 42.4% of the teachers indicate that the school thinks the Vocational function is "somewhat important" and 19.1% of the teachers say the school thinks it is "very important."

At all levels, teachers are saying the school thinks the Intellectual function is most important, followed by Vocational at the High School level, Social at the Middle level and both Social and Personal at the Elementary level. Teachers, on the average, indicate that the school thinks the Personal function is the least important function at the High Schools, and that the Vocational function is the least important function at both the Middle and Elementary levels.

---

* Throughout this report "Secondary" will be used to include both Senior High Schools and Junior High/Middle Schools, "High Schools" refers to Senior High Schools, and "Middle" level and "Middle" Schools will be used when referring to Junior High or Middle Schools.

TABLE 1

Teachers' Perceptions of How Important Each Function is at Their Schools

		Mean	Standard Deviation	Very Unimportant	Somewhat Unimportant	Somewhat Important	Very Important	N
High Schools	Soc	3.17	0.76	2.7%	13.7%	47.9%	35.7%	658
	Int	3.47	0.70	2.3	5.5	35.2	57.1	657
	Per	3.00	0.83	5.3	18.3	47.6	28.8	657
	Voc	3.26	0.77	2.4	12.3	41.9	43.4	659
Middle Schools	Soc	3.23	0.74	2.3	11.7	46.3	39.7	393
	Int	3.66	0.56	0.5	2.8	26.8	69.9	395
	Per	3.18	0.76	2.3	14.5	46.2	37.0	392
	Voc	2.98	0.83	4.3	22.3	44.6	28.9	395
Elementary Schools	Soc	3.48	0.62	0.4	5.7	39.1	54.8	281
	Int	3.88	0.33	0.0	0.4	11.1	88.5	279
	Per	3.48	0.68	1.4	6.1	35.5	57.0	279
	Voc	2.68	0.92	12.6	25.9	42.4	19.1	178

Table 2 presents the parent data in response to this question. The Social, Intellectual and Personal functions are somewhat higher at the Elementary level than at the Secondary levels and higher at the Middle level than at the High School level. The reverse is true of the Vocational function, which is highest at the High School level and lowest at the Elementary level; however, 25.5% of the parents indicate that the school thinks the Vocational function is "very important" even at the Elementary level.

At all levels parents are saying that the school thinks the Intellectual function is the most important, followed by the Vocational function at the High School level, Social at the Middle level and both Personal and Social at the Elementary level. Parents perceive that the school thinks the Personal function is the least important function at the High School level and that the Vocational function is the least important function at both the Middle and Elementary levels.

TABLE 2

Parents' Perceptions of How Important Each Function is at Their Schools

		Mean	Standard Deviation	Very Unimportant	Somewhat Unimportant	Somewhat Important	Very Important	N
High Schools	Soc	3.11	0.80	4.1	14.5	47.5	33.9	4087
	Int	3.38	0.78	3.6	7.8	36.0	52.6	4065
	Per	3.08	0.88	5.9	17.2	40.3	36.7	4030
	Voc	3.17	0.89	6.1	14.5	35.7	43.7	4069
Middle Schools	Soc	3.21	0.76	2.8	11.7	47.0	38.5	2624
	Int	3.50	0.68	1.6	5.7	33.6	59.1	2607
	Per	3.17	0.83	4.2	15.1	40.5	40.2	2587
	Voc	3.00	0.90	7.0	20.0	39.4	33.6	2598
Elementary Schools	Soc	3.35	0.66	1.1	6.9	47.3	44.6	1698
	Int	3.70	0.56	0.9	2.2	22.6	74.0	1694
	Per	3.37	0.74	2.1	9.5	37.8	50.6	1675
	Voc	2.76	0.97	12.1	25.3	37.0	25.5	1623

Secondary student data is shown in Table 3. All functions are perceived by students to be slightly more important at the Middle level than at the High School level.

Students at both of the secondary levels indicate that the school thinks the Intellectual function is most important, followed by the Vocational, Social and Personal functions.

TABLE 3

Secondary Students' Perceptions of How Important Each Function is at Their Schools

		Mean	Standard Deviation	Very Unimportant	Somewhat Unimportant	Somewhat Important	Very Important	N
High Schools	Soc	3.23	0.75	2.9	10.7	47.0	39.4	6895
	Int	3.61	0.64	1.4	4.4	26.0	68.2	6885
	Per	3.17	0.85	4.7	14.8	39.3	41.2	6878
	Voc	3.29	0.85	4.6	11.7	33.9	49.8	6883
Middle Schools	Soc	3.33	0.75	3.1	7.4	42.2	47.4	4875
	Int	3.66	0.63	1.5	3.9	21.5	73.1	4861
	Per	3.28	0.82	4.0	11.8	36.3	47.9	4849
	Voc	3.36	0.88	5.5	10.5	26.6	57.4	4860

Summary

In response to the question, "How important do you think this school thinks each function is?" there is a strikingly similar pattern between parents and teachers when looking at "level differences" and "functions differences." Schools are perceived as assigning more importance to the Social, Intellectual and Personal functions at the Elementary level than at Secondary schools, and more at the Middle level than at the High School

level with exactly the reverse being true of the Vocational function. At all levels both parents and teachers are saying schools think the Intellectual function is the most important, followed by Vocational at the High Schools, Social at the Middle level and both Personal and Social at the Elementary level. The secondary students' responses produce the same pattern with one exception: the Middle level students indicate that the school thinks the Vocational function is more important than do the High School students.

B. Individual Schools Analysis

School mean scores for this question for each school are shown for each data source at the High Schools in Table 4, the Middle Schools in Table 5 and the Elementary Schools in Table 6. The school mean scores are the average of the individual scores (teachers, parents and students separately) at each of the schools.

Looking first at Table 4, we see that teachers, on the average, at all the High Schools are saying that their schools think all of the functions are "Somewhat Important" (mean scores between 2.50 and 3.49) or "Very Important" (mean scores of 3.50 or more). Only at Dennison* are the Social and Personal functions perceived to be "Very Important." At eight of the thirteen high schools, the Intellec unction is rated "Very Important," and at four schools (Fairfield, Rosemont, Euclid and Crestview) the Vocational function is perceived to be very important.

One can look at individual school scores relative to the distribution of all school scores for each function to assess the relative importance a school assigns to a particular function, in comparison with other schools within each level. In other words, are there some schools which appear to have a balance among the various functions, and are there some schools in which one function is perceived to be considerably more or less important than the other functions? According to the high school teachers, Dennison and Crestview are the only two schools above the mean (average for all high schools) on all four functions; Palisades and Woodlake are above the mean on all functions except Vocational. Newport is below the mean on all four functions; Bradford and Fairfield are below the mean on all except Vocational.

* Names of schools and districts in this report are fictitious.

TABLE 4

Perceptions of How Important Each Function is at Their Schools

High Schools

	Teachers				Parents				Students			
	Soc	Int	Per	Voc	Soc	Int	Per	Voc	Soc	Int	Per	Voc
Vista	3.15	3.71	3.02	3.04	3.05	3.47	3.02	3.07	3.05	3.51	2.98	3.05
Crestview	3.41	3.52	3.18	3.54	3.26	3.40	3.24	3.32	3.21	3.56	3.16	3.35
Fairfield	3.14	3.00	2.77	3.79	2.91	3.18	2.92	3.27	3.09	3.48	3.08	3.32
Rosemont	3.17	3.48	2.89	3.61	3.51	3.65	3.54	3.78	3.52	3.77	3.51	3.65
Newport	3.00	3.35	2.81	3.00	3.06	3.33	2.95	3.10	3.15	3.60	3.05	3.17
Woodlake	3.35	3.63	3.19	3.08	3.00	3.27	2.95	2.92	3.30	3.72	3.24	3.14
Atwater	2.84	3.52	2.71	2.88	3.17	3.35	3.13	3.14	3.29	3.56	3.16	3.12
Palisades	3.39	3.71	3.09	3.14	3.30	3.56	3.25	3.16	3.41	3.72	3.25	3.31
Laurel	3.00	3.65	2.76	3.35	3.22	3.56	3.24	3.27	3.28	3.66	3.27	3.28
Manchester	3.21	3.41	3.08	3.00	3.05	3.29	3.01	3.04	3.25	3.71	3.28	3.46
Bradford	2.83	2.98	2.80	3.26	2.74	3.00	2.67	2.91	2.98	3.37	2.90	3.16
Euclid	3.13	3.61	3.30	3.56	3.28	3.68	3.20	3.43	3.31	3.66	3.25	3.36
Dennison	3.80	3.70	3.70	3.30	3.43	3.50	3.50	3.36	3.72	3.86	3.61	3.54
Level Mean	3.17	3.47	3.00	3.26	3.11	3.38	3.08	3.17	3.23	3.61	3.17	3.29
Max.	3.80	3.71	3.70	3.79	3.51	3.68	3.54	3.78	3.72	3.86	3.61	3.65
Min.	2.83	2.98	2.71	3.26	2.74	3.00	2.67	2.91	2.98	3.37	2.90	3.05
Range	0.97	0.73	0.99	0.91	0.77	0.68	0.87	0.87	0.74	0.49	0.71	0.61

Note: See Table 30, Appendix B, for average number of respondents at each school.

At all of the high schools parents (on the average) indicate that their schools think all of the functions are at least "Somewhat Important." Only at Rosemont do the parents perceive the school as regarding the Social and Vocational functions as "Very Important;" parents at both Rosemont and Dennison rate the Personal function as "Very Important." At five of the thirteen schools parents indicate that the school thinks the Intellectual function to be "Very Important;" these are Euclid, Rosemont, Palisades, Laurel and Dennison.

Several schools are rated above the mean on all four functions: Rosemont, Dennison, Euclid, Crestview and Laurel. Palisades is above the mean on all except Vocational. Newport, Manchester, Woodlake and Bradford are below the mean on all four functions, and Fairfield below on all except Vocational.

This tendency for parents' mean scores at any school to fall above or below the mean regardless of function suggests that parents may not be discriminating between the functions in the same way that the teachers are, but are reflecting a more general satisfaction or dissatisfaction with the school. Or it may indicate that parents have a different level of expectation for schooling than do teachers. In a later chapter the data relating to the question, "How important do you think each of the functions should be?" will be examined, and perhaps will shed some light on this difference in pattern of response between teachers and parents at the high schools.

High School students, on the average, perceive that all schools consider all functions to be at least "Somewhat Important." Only at Dennison do students indicate that the Social function is "Very Important," and only at Dennison and Rosemont are the Personal and Vocational functions

rated as "Very Important." On the other hand, students at all schools except two, Fairfield and Bradford, are saying the Intellectual function is considered "Very Important."

Schools which are above the mean on all four functions are: Dennison, Rosemont, Palisades, Euclid and Manchester. Woodlake and Laurel are above the mean on all except Vocational. Newport, Vista and Bradford are below the mean on all four functions, with Fairfield and Crestview below on all except Vocational.

What does it mean when a school receives a high mean score on all four functions or when a school is notably high on all except the Vocational function? Dennison is the only high school in which teachers, parents and students alike are rating the school high on all four functions. Rosemont comes very close to meeting this criterion; the only exception is the teachers' mean score for the importance of the Personal function which is below the mean of the distribution of school scores for that function. Palisades differs only in that teachers and parents perceive that the school considers the Vocational function less important than do students. These three schools are quite different from each other in many ways. Dennison is a small rural school, encompassing grades 7-12, with an all white student population. Rosemont is a large, urban school with an all Mexican-American student population. Palisades is a large school in an affluent suburban area with a student body composed of 50% white students and 50% black students with the black students being bused to the school from another area of the city.

At the middle schools (Table 5) all functions are perceived by teachers to be at least "Somewhat Important." Only the teachers at Palisades say their school thinks the Social and Personal functions are

TABLE 5

Perceptions of How Important Each Function is at Their Schools

Middle Schools

	Teachers				Parents				Students			
	Soc	Int	Per	Voc	Soc	Int	Per	Voc	Soc	Int	Per	Voc
Vista	3.10	3.81	3.27	2.81	3.20	3.63	3.22	3.10	3.32	3.70	3.21	3.36
Crestview	3.00	3.53	3.00	2.97	3.22	3.42	3.18	3.00	3.14	3.53	3.08	3.24
Fairfield	2.80	3.37	2.69	3.46	2.94	3.24	2.97	3.12	3.14	3.50	3.14	3.37
Rosemont	3.17	3.71	3.10	2.79	3.54	3.76	3.57	3.55	3.54	3.70	3.53	3.66
Newport	3.43	3.57	3.14	2.64	3.34	3.54	3.19	3.01	3.35	3.68	3.30	3.25
Woodlake	3.41	3.63	3.41	2.81	3.10	3.43	3.02	2.61	3.30	3.75	3.20	3.20
Atwater	3.39	3.78	3.48	2.65	3.12	3.45	3.10	2.71	3.41	3.70	3.31	3.25
Palisades	3.63	3.82	3.62	3.26	3.30	3.56	3.24	2.89	3.40	3.72	3.31	3.32
Laurel	2.95	3.57	2.76	3.33	3.32	3.64	3.27	3.37	3.39	3.64	3.35	3.43
Manchester	3.26	3.84	3.21	3.10	3.31	3.52	3.26	3.10	3.47	3.76	3.48	3.60
Bradford	3.34	3.59	3.11	3.07	3.02	3.33	2.91	2.88	3.24	3.56	3.15	3.21
Euclid	3.17	3.67	3.50	3.58	3.22	3.62	3.12	2.95	3.42	3.74	3.41	3.57
Level Mean	3.23	3.66	3.18	2.98	3.21	3.50	3.17	3.00	3.34	3.66	3.28	3.36
Max.	3.63	3.84	3.62	3.58	3.20	3.63	3.22	3.10	3.54	3.76	3.53	3.66
Min.	2.80	3.37	2.69	2.64	2.94	3.24	2.91	2.61	3.14	3.50	3.08	3.20
Range	0.83	0.47	0.93	0.94	0.60	0.52	0.66	0.94	0.40	0.26	0.45	0.46

"Very Important." At all schools except Fairfield, the Intellectual function is rated "Very Important." The Vocational function is perceived to be "Very Important" only by the teachers at Euclid Junior High.

Palisades and Manchester are above the mean on all four functions; Atwater is above the mean on all except Vocational. Crestview is below the mean on all functions and Fairfield and Laurel below on all except Vocational.

All functions are considered to be at least "Somewhat Important" at all of the middle schools according to parents. Only at Rosemont do the parents perceive that the school thinks the Social, Personal and Vocational functions are "Very Important." Rosemont also has the highest mean score on the Intellectual function. All but five schools are rated "Very Important" on the Intellectual function; the five exceptions are Atwater, Woodlake, Crestview, Bradford and Fairfield.

Schools above the mean, as rated by parents, on all four functions are: Rosemont, Newport, Laurel and Manchester. Palisades is above on all except Vocational. Below the mean on all four functions are Atwater, Woodlake and Bradford; Fairfield is below on all except Vocational. Mean scores for middle school parents show a similar tendency to fall above or below the mean regardless of function, however to a somewhat lesser degree than at the high school level. Perhaps middle school parents are more aware of what their children are learning in school than are high school parents.

The pattern for middle school students is similar to that for high school students. Only at Rosemont do the students indicate that the school considers the Social and Personal functions to be "Very Important." At

all middle schools, however, the Intellectual function is seen as "Very Important," and at three schools, Rosemont, Manchester and Euclid, the Vocational function is rated as "Very Important."

Above the mean on all four functions are Rosemont, Manchester and Euclid; Atwater, Palisades and Newport are above the mean on all except Vocational. Bradford and Crestview are below the mean on all functions, and Fairfield is below on all except Vocational.

At the middle school level only Manchester receives high ratings for all functions by teachers, parents and students. Palisades comes close to meeting this criterion; however, both parents' and students' scores on the Vocational function are lower on their distributions than are the teachers' scores. It is interesting that at Rosemont the parents rate all four functions higher than parents at any other middle school and Rosemont students rate all functions, except Intellectual, higher than students at any other school, but the teachers at Rosemont rate the school high on only the Intellectual function. All three of these are large urban or suburban schools; Manchester has an all black student population, Rosemont has an all Mexican-American student population, and Palisades has a 50-50 black/white student population.

The distribution of teacher scores at the elementary schools (see Table 6) differs considerably from those at the secondary levels. This is not an unexpected finding, particularly for the Vocational function which is generally considered less important at the elementary level than at the secondary levels of schooling. At all schools the Intellectual function is rated "Very Important." At six of the thirteen schools the Social function is "Very Important," and at all but five schools (Laurel, Crestview, Dennison, Fairfield and Manchester) the

TABLE 5

Perceptions of How Important Each Function is at Their Schools

Elementary Schools

	Teachers				Parents			
	Soc	Int	Per	Voc	Soc	Int	Per	Voc
Vista	3.67	4.00	3.36	2.67	3.27	3.81	3.32	2.51
Crestview	3.31	3.83	3.34	2.29	3.30	3.68	3.38	2.84
Fairfield	3.18	3.73	3.15	3.18	3.27	3.50	3.22	3.24
Rosemont	3.63	3.93	3.60	2.73	3.43	3.74	3.36	3.06
Newport	3.65	3.96	3.65	2.00	3.50	3.62	3.46	2.94
Woodlake	3.48	3.87	3.61	2.55	3.37	3.75	3.42	2.44
Atwater	3.67	4.00	3.67	2.67	3.54	3.74	3.54	2.55
Palisades	3.65	3.88	3.71	2.47	3.48	3.86	3.54	2.54
Laurel	3.35	3.78	3.36	3.35	3.34	3.65	3.43	3.10
Manchester	3.15	3.85	3.00	2.15	3.45	3.74	3.36	2.84
Bradford	3.80	3.83	3.61	2.58	3.22	3.53	3.12	2.48
Euclid	3.48	4.00	3.52	3.05	3.35	3.74	3.40	3.04
Dennison	2.75	3.75	3.25	3.50	3.40	3.90	3.30	3.10
Level Mean	3.48	3.88	3.48	1.68	3.35	3.70	3.37	2.76
Max.	3.80	4.00	3.71	3.50	3.54	3.90	3.54	3.24
Min.	2.75	3.73	3.00	2.00	3.22	3.50	3.12	2.44
Range	1.05	0.27	0.71	1.50	0.32	0.40	0.42	0.80

Personal function is "Very Important." The Vocational function is rated "Somewhat Important" by teachers at nine schools and "Somewhat Unimportant" (mean scores between 1.50 and 2.49) at the other four schools (Palisades Crestview, Manchester and Newport).

Rosemont and Euclid are at or above the mean on all four functions; Newport, Atwater, Palisades and Vista are above on all except Vocational. Crestview and Manchester are below the mean on all four functions and Laurel, Dennison and Fiarfield below on all except Vocational.

At the elementary level, the range of mean scores for parents across schools is much narrower than the range across schools at either of the secondary levels. At all schools the Intellectual function is perceived by parents to be considered "Very Important" by their schools. Parents at only two schools, Atwater and Newport, indicate that the Social function is considered "Very Important;" at only two schools, Atwater and Palisades is the Personal function rated "Very Important." The Vocational function is rated "Somewhat Important" at all but two schools, Bradford and Woodlake, where it is considered to be less important.

According to parents, Euclid is the only elementary school above the mean on all four functions; Atwater, Woodlake and Palisades are above on all except Vocational. Bradford is below the mean on all four functions, and Fairfield below on all except Vocational. Elementary parents seem to be discriminating between the functions more so than secondary parents, and we have seen that middle school parents appear to be somewhat more discriminating than high school parents. This observation supports the notion that as grade level increases parents (on the average) may be less familiar with what their children are learning in school and tend to form a more general positive or negative view of what the school is doing.

Before accepting this as an explanation of the observed tendency, however, we will look at the data on expectations, which will be discussed in a later section.

At the elementary level (only teacher and parent responses can be compared on this question) Euclid, another small rural, all white school, is the only elementary school which ranks high on all four functions. Teachers and parents are in agreement at Atwater and Palisades in their high rankings of all four functions except Vocational, and in agreement on their low ratings of Fairfield on all functions except Vocational.

Summary

Three schools stand out as having high rankings on all four functions by teachers, parents and students alike: Dennison at the high school level, Manchester at the middle school level and Euclid at the elementary level. Rosemont High School and its feeder middle school are noteworthy in that parents and students indicate that those schools think all four functions are highly important. All three schools in the Palisades triple rank high on all functions except Vocational, according to all three data sources.

We can also ask what it means when a school ranks low on all four functions, or low on all except the Vocational function. Newport is the only high school which is low on the distribution of scores for all four functions according to all three data sources. This is a large urban school with many different races and ethnicities represented in its student population. It is also characterized by high student transiency, and high turnover in administration. Bradford High School is very low on all four functions according to parents and students, and low for teachers on all functions except Vocational. Its feeder middle school ranks low on all

four functions according to parents and students, but only low on the Intellectual and Personal functions according to teachers. The elementary school in this triple is rated very low on all functions by parents, but not consistently low by teachers. (There is no student data at this level). These three schools are in a district which has experienced a disruptive administrative situation which resulted in a succession of temporary administrators with vaguely defined roles and an atmosphere of uncertainty for principals and teachers regarding their positions. All three schools in the Fairfield triple are rated low on all functions except Vocational by all three data sources. These schools are in a small district in a suburban/rural area near a major metropolitan center. The student population is Mexican-American and Anglo. There is a high rate of teacher turnover; teacher salaries in this district are the lowest relative to surrounding districts, and teachers do not have tenure.

Figure 1 shows the schools and/or triples which stand out as having a pattern of high or low scores on all four functions or on all except the Vocational function.

HIGH

All Four Functions		All Except Vocational Function
(All data sources)	(Parent/Students)	(All data sources)
Dennison Secondary	Rosemont High	Palisades High
Manchester Middle	Rosemont Middle	Palisades Middle
Euclid Elementary		Palisades Elementary

LOW

All Four Functions		All Except Vocational Function
(All data sources)	(Parents/Students)	(All data sources)
Newport High	Bradford High	Fairfield High
	Bradford Jr. High	Fairfield Jr. High
	Bradford Elementary	Fairfield Elementary

Figure 1. Schools and/or triples with high or low scores on all four functions and on all except the Vocational function.

In this section we have looked at the data which answered the question, "How important does this school think each of the 'functions' are?" In the following section we will discuss the data which answers the question, "How important do you think each of these 'functions' should be at this school?" By comparing the responses on these two questions for each data source we may be able to assess to what extent the schools are meeting the expectations of teachers, parents, and students. We can also determine the extent to which there is agreement among the various data sources in regard to these expectations.

Section II

Opinions Regarding How Important Each Function Should be at Their Schools

A. Schooling Levels Analysis

Descriptive data for each level of schooling are shown in Tables 7, 8 and 9 for teachers, parents and students respectively.

There is no appreciable difference between High School and Middle levels of schooling for either parents or teachers on their ratings of importance for the Social, Intellectual and Personal functions. All three of these are rated somewhat more important by both Elementary teachers and parents than Secondary teachers and parents. High School students, however, rate the importance of the Social and Personal functions somewhat higher than do students at the Middle level, but High School and Middle School students do not differ on their ratings of importance for the Intellectual function. The importance of the Vocational function is considered greater by both parents and teachers of High School students than parents and teachers of Middle School students. It is interesting to note that the difference between levels on the importance of the Vocational function is the greatest for teachers, less so for parents and minimal between High School and Middle School students. Although the importance of the Vocational function is least for Elementary teachers and parents, 41.4% of the Elementary teachers and 52.6% of the Elementary parents consider the Vocational function to be "very important."

TABLE 7

Teachers' Opinions Regarding How Important Each Function Should be at their Schools

		Mean	Standard Deviation	Very Unimportant	Somewhat Unimportant	Somewhat Important	Very Important	N
High Schools	Soc	3.68	0.53	0.5	1.5	27.5	70.5	651
	Int	3.88	0.34	0.2	0.2	10.8	88.9	655
	Per	3.82	0.42	0.3	0.6	15.6	83.5	649
	Voc	3.67	0.54	0.2	3.2	26.0	70.6	653
Middle Schools	Soc	3.68	0.55	1.0	1.3	26.5	71.1	388
	Int	3.83	0.41	0.3	0.5	15.1	84.1	390
	Per	3.81	0.45	0.5	0.8	16.2	82.6	390
	Voc	3.46	0.68	1.3	6.7	36.8	55.3	389
Elementary Schools	Soc	3.86	0.35	0.0	0.0	14.0	86.0	278
	Int	3.92	0.29	0.0	0.4	7.6	92.1	278
	Per	3.92	0.28	0.0	0.4	6.9	92.8	277
	Voc	3.17	0.88	6.8	11.2	40.6	41.4	278

TABLE 8

Parents' Opinions Regarding How Important Each Function Should be at Their Schools

		Mean	Standard Deviation	Very Unimportant	Somewhat Unimportant	Somewhat Important	Very Important	N
High Schools	Soc	3.60	0.57	0.5	2.8	32.5	64.1	3896
	Int	3.88	0.37	0.4	0.5	10.0	89.1	3896
	Per	3.78	0.46	0.3	1.1	18.3	80.2	3861
	Voc	3.75	0.54	1.0	2.3	17.8	78.9	3895
Middle Schools	Soc	3.63	0.55	0.3	2.5	30.9	66.3	2512
	Int	3.89	0.34	0.1	0.5	10.1	89.3	2527
	Per	3.79	0.45	0.2	1.2	18.3	80.3	2506
	Voc	3.61	0.66	1.8	4.9	23.7	69.6	2514
Elementary Schools	Soc	3.72	0.49	0.3	1.2	24.7	73.8	1644
	Int	3.90	0.33	0.2	0.2	8.4	91.1	1645
	Per	3.86	0.38	0.3	0.4	12.1	87.1	1617
	Voc	3.30	0.88	5.5	12.0	29.9	52.6	1604

TABLE 9

Secondary Students' Opinions Regarding How Important Each Function Should be at Their Schools

		Mean	Standard Deviation	Very Unimportant	Somewhat Unimportant	Somewhat Important	Very Important	N
High Schools	Soc	3.58	0.67	1.1	3.3	31.9	63.7	6820
	Int	3.66	0.59	1.0	3.1	24.4	71.5	6816
	Per	3.61	0.66	1.8	4.4	25.1	68.7	6810
	Voc	3.70	0.60	1.6	2.9	19.0	76.5	6818
Middle Schools	Soc	3.46	0.68	2.0	4.7	38.2	55.1	4785
	Int	3.63	0.65	1.7	4.6	23.4	70.4	4782
	Per	3.48	0.73	2.3	7.2	30.4	60.1	4751
	Voc	3.62	0.73	3.3	5.0	18.1	73.6	4773

The predominate pattern for the relative importance of the four functions is: 1) Intellectual, 2) Personal, 3) Social and 4) Vocational. Figure 2 shows the relative ranking for each data source at each level.

Teachers - Highs
Teachers - Mids
Parents - Mids

Parents - Elems	Teachers - Elems
Int	Int)
	) Same
Per	Per)
Soc	Soc
Voc	Voc

Parents - Highs	Students - Highs	Students - Mids
Int	Voc	Voc)
		) Same
Per	Int	Int)
Voc	Per	Per
Soc	Soc	Soc

Figure 2. Predominant pattern for the relative importance of the four functions

It is necessary to keep in mind that, although the relative importance of the four functions is noted in the ranking in Figure 2, the actual difference between the mean scores is often minimal. With the exception of teachers' and parents' ratings of the Vocational function at the Elementary level and teachers' ratings of this function at the Middle level all data sources at all levels (according to the mean score for each data source at each level) are saying that all functions should be "Very Important."

B. Individual Schools Analysis - Magnitude of Difference Between Perceived and Preferred Importance of Functions as a Measure of Satisfaction or Dissatisfaction

The distribution of schools mean scores for the question asking respondents to express their own opinions about how important each function should be at their schools shows little difference between schools. Therefore, rather than presenting those distributions here, this section will focus on the difference between the responses to the two questions regarding functions importance. These difference scores will be used to explore the extent to which the schools are meeting the expectations of teachers, parents and students in regard to these various functions.

It seems reasonable to consider a difference score which is equal to or greater than half a scale point as evidence that some dissatisfaction exists regarding what the school is doing and what it should be doing as far as these three data sources are concerned. It seems less reasonable to consider all difference scores which are less than half a scale point as evidence of satisfaction. Therefore, I have arbitrarily selected the value of a difference score equal to or less than .25 as evidence of satisfaction with what the school is doing relative to expectations.

Figure 3 arrays for each high school data sources (T = teachers, P = parents, S = students) whose difference scores suggest either satisfaction or dissatisfaction with each function according to the above criteria.

	Satisfaction (Δ=.25)				Dissatisfaction (Δ=.50)			
	Soc	Int	Per	Voc	Soc	Int	Per	Voc
Vista		T S			TPS		TPS	TPS
Crestview		S					TP	
Fairfield		S		T	TP	TP	TPS	P
Rosemont	S	PS	PS	T S	T		T	
Newport		S			T	TP	TPS	T
Woodlake	T	S				P	TP	TPS
Atwater		S			T		TP	TPS
Palisades		T S					P	T
Laurel		T S			T		TP	P
Manchester		S			TP	TP	TP	TP
Bradford		S		T	TPS	TP	TPS	PS
Euclid		TPS		T			P	
Dennison	TPS	T S	T S	S				T

Figure 3. Satisfaction Index - High Schools

If we look first at the "satisfaction" side of this table we see that students at all of the high schools are saying that their expectations in regard to the Intellectual function are being met. There is little evidence of teacher satisfaction and only four indicators of parent satisfaction. There are no parent indicators of satisfaction with the Vocational function. Rosemont and Dennison stand out in that students are indicating satisfaction with all four functions.

If we now look at the "dissatisfaction" side of the table, we see a predominance of teacher and parent dissatisfaction relative to student dissatisfaction. There are the most indicators for dissatisfaction with the Personal function, and only a few less for the Vocational function.

Vista stands out in that all data sources appear on the dissatisfaction side for all functions except Intellectual. Manchester teachers and parents appear on the table as dissatisfied with all four functions, while students are not so represented. Fairfield, Newport and Bradford also stand out as having high evidence of dissatisfaction entries across all functions for one or more of the data sources.

When looking for satisfaction indicators at the middle (Figure 4) schools, there is an outstanding array of student entries; at all schools there is evidence of student satisfaction with the Social function, at all except Fairfield satisfaction with the Intellectual function, and at all except Crestview, Woodlake and Palisades satisfaction with the Personal function. However, only at five schools are there indicators of satisfaction with the Vocational function.

	Satisfaction ($\Delta\bar{x}$.25)				Dissatisfaction ($\Delta\bar{x}$.50)			
	Soc	Int	Per	Voc	Soc	Int	Per	Voc
Vista	S	T S	S		T		TP	TP
Crestview	S	T S			T		TP	TP
Fairfield	S		S	T S	TP	P	TP	P
Rosemont	S	TPS	PS	S	T		T	T
Newport	TPS	T S	S				TP	T
Woodlake	T S	T S					P	P
Atwater	S	T S	S				P	TP
Palisades	T S	T S	T				P	
Laurel	S	PS	S	S	T		TP	
Manchester	S	T S	S	S			TP	P
Bradford	S	T S	S	S	P	P	TP	TP
Euclid	S	TPS	S	T	T		TP	P

Figure 4. Satisfaction Index - Middle Schools

Teachers at all schools except Fairfield and Laurel appear as satisfied with the Intellectual function. For parents, however, there are only four indicators of satisfaction, and none of these for the Vocational function (a pattern identical for high school parents). Rosemont and Euclid have the most satisfaction indicators.

The most striking observation when looking at the dissatisfaction side of this table is that there are no students represented. Parents at all schools except Rosemont evidence dissatisfaction with the Personal function. Fairfield and Bradford are noteworthy in that there is evidence for parent dissatisfaction with all four functions.

At the elementary level (Figure 5) there is considerable evidence of satisfaction with the Intellectual function, for teachers at all schools except Fairfield and parents at all schools except Fairfield, Newport and Bradford. There are indicators of teacher satisfaction with the Social function at about half of the schools, no indicators of satisfaction with the Personal function by either parents or teachers, and no indicators of parent satisfaction with the Vocational function (at two schools, Manchester and Bradford, there is evidence of teacher satisfaction with this function). No schools stand out as high on the satisfaction index when all functions are considered.

	Satisfaction ($\Delta \leq .25$)				Dissatisfaction ($\Delta \geq .50$)			
	Soc	Int	Per	Voc	Soc	Int	Per	Voc
Vista	T	TP					P	TP
Crestview		TP			T		T	TP
Fairfield					T		TP	
Rosemont	T	TP					P	TP
Newport		T			T			T
Woodlake	T	TP						TP
Atwater	T	TP						P
Palisades	T	TP						T
Laurel		TP			T		T	P
Manchester		TP		T	T		TP	P
Bradford	T	T			P		P	P
Euclid		TP					P	
Dennison		TP		T	T		T	

Figure 5. Satisfaction Index - Elementary Schools

Looking at the dissatisfaction side of this table there appears to be more evidence of dissatisfaction with the Vocational function than the Personal function (the reverse was found at both secondary levels). Two schools are worth noting: Crestview, where there is evidence of teacher dissatisfaction with all functions except Intellectual, and Bradford where parents appear as dissatisfied with all except Intellectual.

Most of these "satisfaction/dissatisfaction" indicators are consistent with the findings discussed in the previous section. There are however, some exceptions. If a school has a high mean score in answer to the question, "How important does the school think (any function) is?" and also has a "dissatisfaction" indicator by the same data sources for that function, does that mean that expectations are unusually high for that particular population? If the opposite situation exists (a "satisfaction" indicator associated with a low score for a school) does that indicate a low level of expectations for a particular population of students?

These exceptions are listed in Figure 6. An asterisk indicates that the score is very close to the mean (in other words, they can be considered borderline exceptions).

Dissatisfied and School Score >$\bar{X}$ (Possibly indicating high expectations)		
Teachers	**School**	**Function**
Highs	Crestview	Personal
Mids	None	
Elems	Rosemont	Vocational
Parents		
Highs	Euclid	Personal
	Crestview	Personal
	Laurel	Personal
	"	Vocational
	Palisades	Personal*
Mids	Newport	Personal
	Laurel	Personal
	Manchester	Personal
	"	Vocational
	Euclid	Personal*
Elems	None	
Students		
Highs	None	
Mids	None	

Satisfied and School Score < $\bar{X}$ (Possibly indicating low expectations)		
Teachers	**School**	**Function**
Highs	None	
Mids	Crestview	Intellectual
Elems	Crestview	Intellectual*
	Manchester	Intellectual
	"	Vocational
	Laurel	Intellectual
	Dennison	Intellectual
Parents		
Highs	None	
Mids	None	
Elems	None	
Students		
Highs	Newport	Intellectual*
	Vista	Intellectual*
	Crestview	Intellectual*
	Bradford	Intellectual
	Fairfield	Intellectual
Mids	Bradford	Social
	"	Intellectual
	"	Personal
	"	Vocatioanl
	Crestview	Social
	"	Intellectual
	Fairfield	Social
	"	Intellectual

Figure 6. Inferred High and Low Expectations

Section III

Teachers', Parents' and Students' Perceptions of the Function Most Emphasized at Their Schools

A. Schooling Levels Analysis

Table 10 shows the percentage of respondents who selected each function as the one they perceived their schools to be most emphasizing. At this level of aggregation the Intellectual function receives the most emphasis at all levels according to all data sources. The Personal function receives the least emphasis at both secondary levels according to teachers and parents. There is minimal difference between levels for any function according to students perceptions.

TABLE 10

Perceptions of the Function Most Emphasized at Their Schools

(Percentages)

	Soc	Int	Per	Voc	N
High Schools					
Teachers	18.0	52.2	6.8	23.0	651
Parents	19.0	43.1	10.2	27.8	3858
Students	10.2	61.6	13.2	14.9	6784
Middle Schools					
Teachers	16.3	64.4	8.7	10.7	393
Parents	19.5	56.3	11.2	13.0	2494
Students	11.7	64.1	11.2	13.1	4733
Elementary Schools					
Teachers	12.2	78.5	6.1	3.2	279
Parents	13.6	68.9	11.4	6.0	1625
Students	11.1	61.4	11.9	15.5	1564

B. Individual Schools Analysis

The percentage of teachers, parents and students who selected each function emphasized at their schools is shown in Tables 11, 12, and 13 for high schools, middle schools and elementary schools, respectively.

At all schools the greatest percentage of students indicate that the Intellectual function receives the most emphasis. This is also true for teachers and parents with the exceptions listed in Figure 7, below.

		Function selected by greatest percentage of respondants
High Schools		
Teachers	Fairfield	Vocational
	Rosemont	Vocational
	Bradford	Social
	Dennison	Personal
Parents	Fairfield	Vocational
	Rosemont	Vocational
	Euclid	Intellectual-Personal-Vocational
Middle Schools		
Teachers	Fairfield	Vocational
Parents	Fairfield	Intellectual-Vocational
Elementary Schools		
Teachers	Bradford	Social
Parents	None	

Figure 7. Exceptions to Intellectual Function as predominant choice of function most emphasized by the school.

TABLE 11

Perceptions of Function That is Emphasized at Their Schools

(Percentages)

High Schools

	Teachers				Parents				Students			
	Soc	Int	Per	Voc	Soc	Int	Per	Voc	Soc	Int	Per	Voc
Vista	7.1	77.4	10.7	4.8	14.3	62.1	8.6	15.0	9.3	65.1	11.4	14.2
Crestview	14.0	46.5	11.6	27.9	18.0	35.7	14.6	31.6	12.3	57.6	10.4	19.6
Fairfield	7.1	11.9	0.0	81.0	16.2	24.1	7.6	52.2	11.6	55.2	14.2	19.0
Rosemont	17.1	36.0	4.5	42.3	13.7	21.8	8.3	56.2	11.0	57.5	14.9	16.6
Newport	16.9	59.7	5.2	18.2	19.3	46.2	13.0	21.5	8.2	63.5	14.6	13.7
Woodlake	26.9	63.5	5.8	3.8	26.6	48.4	10.0	15.0	9.9	63.5	18.8	7.7
Atwater	16.0	72.0	4.0	8.0	17.9	44.1	15.2	22.8	13.5	62.9	13.1	10.5
Palisades	15.5	75.9	1.7	6.9	18.9	53.8	9.4	17.9	11.0	65.5	13.0	10.5
Laurel	11.8	52.9	5.9	29.4	18.2	53.2	10.4	18.2	11.6	56.7	16.3	15.3
Manchester	33.8	52.3	4.6	9.2	22.1	37.1	12.6	28.2	7.5	66.6	9.3	16.6
Bradford	35.6	24.4	8.9	31.1	24.4	35.1	7.4	33.1	9.0	61.0	9.5	20.5
Euclid	4.5	54.5	13.6	27.3	13.3	57.3	9.3	20.0	11.8	57.6	19.3	11.5
Dennison	20.0	30.0	50.0	0.0	30.8	30.8	7.7	30.8	15.8	61.4	17.5	5.3
Level %	18.0	52.2	6.8	23.0	19.0	43.1	10.2	27.8	10.2	61.6	13.2	14.9
Max.	35.6	77.4	50.0	81.0	26.6	62.1	14.6	56.2	7.5	55.2	9.3	5.3
Min.	4.5	11.9	0.0	0.0	13.3	21.8	7.4	15.0	15.8	66.6	18.8	20.5
Range	29.1	65.5	50.0	81.0	13.3	40.3	13.2	41.2	8.3	11.4	9.5	15.2

TABLE 12

Perceptions of Function That is Emphasized at Their Schools
(Percentages)

Middle Schools

	Teachers				Parents				Students			
	Soc	Int	Per	Voc	Soc	Int	Per	Voc	Soc	Int	Per	Voc
Vista	4.2	81.3	14.6	0.0	9.1	72.9	9.9	8.1	11.1	67.7	7.3	13.8
Crestview	15.6	65.6	9.4	9.4	20.8	52.1	10.4	16.7	13.1	58.5	9.5	19.0
Fairfield	2.9	45.7	2.9	48.6	16.5	38.0	7.5	38.0	9.7	58.7	12.1	19.6
Rosemont	16.7	41.4	7.1	4.8	14.9	41.8	19.1	24.1	11.3	48.9	13.3	26.6
Newport	39.7	43.1	8.6	8.6	30.2	45.5	15.7	8.7	14.1	63.1	15.0	7.8
Woodlake	23.1	65.4	7.7	3.8	19.7	66.2	10.0	4.1	11.3	75.7	8.4	4.6
Atwater	21.7	60.9	17.4	0.0	19.6	57.4	15.5	7.4	11.5	70.7	11.2	6.6
Palisades	13.2	68.4	13.2	5.3	22.8	60.4	8.4	8.4	7.3	70.5	16.0	6.3
Laurel	9.5	47.6	0.0	42.9	15.9	56.5	14.5	13.0	15.2	60.1	11.2	13.5
Manchester	6.5	93.5	0.0	0.0	24.2	52.7	9.9	13.2	13.6	63.8	10.3	12.3
Bradford	18.5	74.1	7.4	0.0	21.6	51.5	11.9	14.9	12.9	67.0	9.0	11.1
Euclid	8.3	50.0	16.7	25.0	21.1	71.1	5.3	2.6	6.6	72.1	9.8	11.5
Level %	16.3	64.4	8.7	10.7	19.5	56.3	11.2	13.0	11.7	64.1	11.2	13.1
Max.	39.7	93.5	17.4	48.6	30.2	72.9	19.1	38.0	15.2	75.7	16.0	26.6
Min.	2.9	41.4	0.0	0.0	9.1	38.0	5.3	2.6	6.6	48.9	7.3	4.6
Range	36.8	52.1	17.4	48.6	21.1	34.9	13.8	35.4	8.6	26.8	8.7	22.0

TABLE 13

Perceptions of Function That is Emphasized at Their Schools
(Percentages)

Elementary Schools

	Teachers				Parents				Students			
	Soc	Int	Per	Voc	Soc	Int	Per	Voc	Soc	Int	Per	Voc
Vista	3.3	93.3	3.3	0.0	4.7	85.1	9.1	1.1	16.4	60.4	10.1	13.2
Crestview	17.2	75.9	6.9	0.0	14.4	64.4	16.8	4.5	14.6	59.6	5.6	20.2
Fairfield	8.8	61.8	8.8	20.6	17.0	47.7	6.8	28.4	7.8	55.2	13.6	23.4
Rosemont	10.0	73.3	16.7	0.0	18.8	58.0	14.5	8.7	4.5	58.0	6.8	30.7
Newport	24.0	68.0	8.0	0.0	24.8	55.0	14.7	5.5	11.0	60.7	17.8	10.4
Woodlake	9.1	90.9	0.0	0.0	11.2	77.2	11.7	0.0	9.0	72.5	9.0	9.6
Atwater	8.3	83.3	8.3	0.0	10.8	75.4	12.3	1.5	6.6	75.0	6.6	11.8
Palisades	0.0	100.0	0.0	0.0	5.6	85.2	8.5	0.7	11.1	70.9	13.7	4.3
Laurel	8.7	82.6	4.3	4.3	21.1	87.9	13.7	7.4	14.8	45.9	15.6	23.7
Manchester	7.7	92.3	0.0	0.0	14.0	73.0	8.0	5.0	13.9	62.0	13.0	11.1
Bradford	52.6	36.8	10.5	0.0	26.4	53.8	15.1	4.7	10.5	56.2	9.3	24.1
Euclid	0.0	100.0	0.0	0.0	10.1	75.4	10.1	4.3	11.4	65.2	15.9	7.5
Dennison	0.0	75.0	0.0	25.0	20.0	50.0	10.0	20.0	7.1	71.4	14.3	7.1
Level %	12.2	78.5	6.1	3.2	13.6	68.9	11.4	6.0	11.1	61.4	11.9	15.5
Max.	52.6	100.0	16.7	25.0	26.4	87.9	16.8	28.4	16.4	75.0	17.8	30.7
Min.	0.0	36.8	0.0	0.0	4.7	47.7	6.8	0.0	4.5	45.9	5.6	4.3
Range	52.6	63.2	16.7	25.0	21.7	40.2	10.0	28.4	11.9	29.1	12.2	26.4

The greatest ranges across schools appear in the teachers perceptions of emphasis on the Intellectual function. At the high school level there is a 65.5 percentage point range between the scores for Vista (77.4%) and Fairfield (11.9%). Bradford is also low with a 24.4% teacher response. Manchester ranks highest at the middle level with 93.5% of the teachers perceiving an emphasis on the Intellectual function and Rosemont is the lowest in this distribution with 41.4% of the teachers selecting this function. There is a 63.2 percentage point range across elementary schools. All of the teachers at Palisades Elementary reported that their school emphasized the Intellectual function while the lowest percentage of teachers selecting this function was at Bradford.

The range across schools for each function is greatest for teachers, less for parents and least for students (except for the Vocational function at the elementary level).

It is only in the distribution of teachers' responses that we find at some schools no report of emphasis on the Personal function. This is the case at Fairfield High School, Laurel and Manchester Middle Schools, and Woodlake, Palisades, Manchester, Euclid and Dennison Elementary Schools.

Fairfield High School stands out in that 81% of the teachers reported that the Vocational function was emphasized at that school. At some secondary schools (Dennison Secondary, Vista, Atwater, Manchester and Bradford) no teachers perceived an emphasis on the Vocational function.

Without exception, at each high school a greater percentage of parents perceive an emphasis on the Vocational function than do students, while the reverse is true of the Intellectual function.

In the next section we will see what the three data sources would prefer as functions emphasis and how this differs from what they perceive as happening in their schools.

Section IV

Preference for Function That Should be Emphasized at Their Schools

A. Schooling Levels Analysis

The data on preferred functions emphasis are shown in Table 14. The largest percentage of respondents (with the exception of high school students) expressed a preference for emphasis on the Intellectual function. There is less difference across levels than there is across data sources in response to this item. Parent responses show somewhat higher percentages than teachers on the Intellectual and Vocational functions and somewhat lower percentages on the Social and Personal functions. Students' scores differ considerably from parents' and teachers' scores, particularly in the lower percentage of student respondents who think the Intellectual function should be emphasized, and the larger percentage who think the Vocational function should be emphasized. At the high school level particularly, student preferences show a more nearly equal distribution across all functions than do teachers or parents. This suggests that those schools which attach equal importance to all four functions are most adequately meeting the needs of their student populations.

TABLE 14

Preference for Function That Should be Emphasized at Their Schools
(Percentages)

	Soc	Int	Per	Voc	N
High Schools					
Teachers	9.9	45.6	29.7	14.8	656
Parents	8.7	46.5	19.3	25.5	4065
Students	15.9	27.3	25.6	31.1	6670
Middle Schools					
Teachers	13.9	46.7	29.3	10.1	396
Parents	9.5	51.1	21.1	18.2	2605
Students	13.4	38.0	18.3	30.3	4578
Elementary Schools					
Teachers	14.0	48.9	33.5	3.6	278
Parents	9.3	57.6	24.5	8.6	1681
Students	13.8	47.1	17.3	21.8	1567

We can compare the responses to the two emphasis questions to get an idea of how the various groups think the emphasis should be different from what is perceived to be. Figure 8 presents these group comparisons in graphic form.

The most pervasive difference is found for the Personal function; the preferred percentages are higher than the perceived percentages for all data sources at all levels, and appears to be most dramatic for teachers at all levels.

The preferred percentages for the Intellectual function are less than the perceived percentages for all groups except high school parents. The magnitude of the difference is greatest for secondary students and elementary teachers.

Difference between perceived and preferred emphasis on the Vocational function is most apparent for secondary students, a large percentage of whom are expressing a preference for emphasis on this function.

The above interpretations are based on a comparison of two sets of percentage scores in response to the two emphasis questions: what the school is emphasing and what the respondent thinks the school should emphasize. Any individual respondent who selected one function for the first question could have selected the same or one of the other three functions for the second question. Therefore, the data displayed in Figure 8 represent the net effect of these options, and the resulting interpretations refer only to teachers as a group, parents as a group, and students as a group, and cannot be considered as an indication of congruence on an individual basis. Section V will deal with the concept of functions congruence, as computed over individuals.

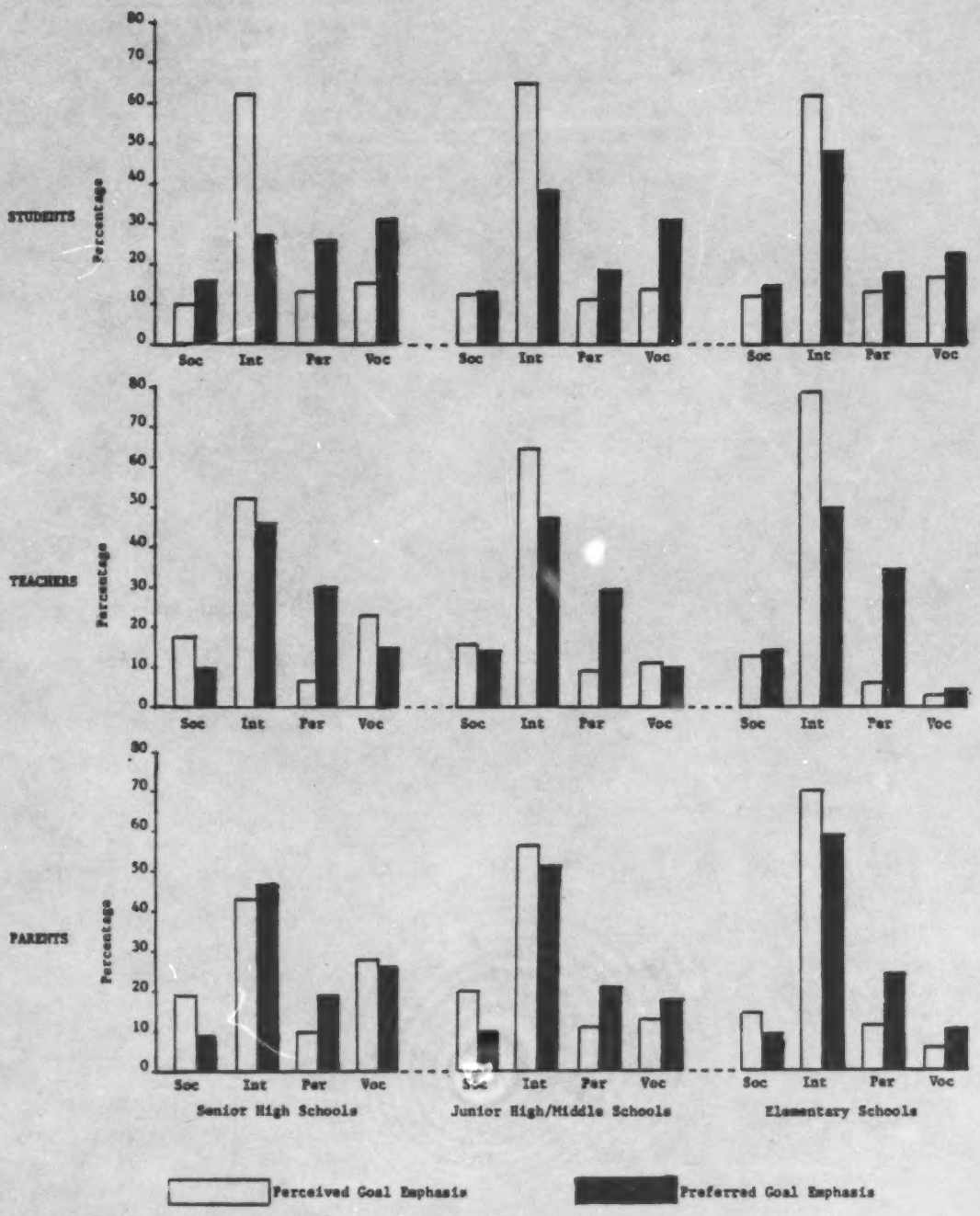

Figure 8. Comparison Between Perceived and Preferred Goal Emphasis for Students, Teachers and Parents

B. Individual Schools Analysis - Magnitude and Direction of Difference Between Preferred and Perceived Functions Emphasis

Teachers', parents' and students' preferences for the function that should be emphasized at their schools are shown for each school in Tables 15, 16 and 17 for high schools, middle schools and elementary schools, respectively.

At all three levels student preferences at most of the schools are distributed more nearly equally across all four functions that are teacher or parent preferences. This supports the notion that schools need to provide a balance among these four major functions in order to meet the needs of their student populations. At most schools, regardless of level, the percentage of preference for the Vocational function is greater for students than for teachers and parents.

There are some noteworthy differences of opinion between the data sources at some of the schools. At Vista High School almost one-half of the teachers indicate a preference for emphasis on the Personal function, while over one-half of the parents express a preference for the Intellectual function and the predominant choice of the students is the Vocational function. A similar pattern is seen in the data for Fairfield High School, although the percentages are not as extreme. A different pattern is found at Dennison Secondary School in which almost one-half of the parents prefer the Vocational function, while the predominant preference of both teachers and students is for the Personal function.

The Palisades triple stands out as having the greatest percentage of all three data sources at the elementary level and of teachers and parents at both secondary levels expressing a preference for emphasis on the Intellectual function. In comparison with other schools at each of the three levels, Palisades parents show the lowest percentage of preference for the Vocational function.

TABLE 15

Preference for Function That Should be emphasized at Their Schools
(Percentages)

High Schools

	Teachers				Parents				Students			
	Soc	Int	Per	Voc	Soc	Int	Per	Voc	Soc	Int	Per	Voc
Vista	10.7	35.7	48.8	4.8	6.4	52.9	23.8	16.9	16.0	18.9	29.9	35.3
Crestview	13.6	36.4	27.3	22.7	7.7	35.5	22.7	34.2	17.5	22.2	25.7	34.6
Fairfield	9.3	25.6	39.5	25.6	12.3	45.9	15.8	26.0	19.8	20.6	22.7	36.9
Rosemont	8.9	37.5	30.4	23.2	15.7	33.3	18.1	32.9	12.0	36.1	21.0	30.9
Newport	6.6	51.3	28.9	13.2	10.8	51.3	20.4	17.5	16.1	29.9	33.1	20.9
Woodlake	5.7	56.6	28.3	9.4	4.3	55.7	16.5	23.6	19.0	22.7	30.4	27.9
Atwater	12.0	56.6	20.0	12.0	5.9	41.2	24.8	28.1	18.2	22.3	27.1	32.3
Palisades	9.1	63.6	18.2	9.1	6.3	62.2	15.4	16.1	16.7	31.4	27.0	24.8
Laurel	5.9	58.8	11.8	23.5	7.6	44.3	25.3	22.8	12.8	37.9	19.0	30.3
Manchester	15.2	53.0	21.2	10.6	12.3	38.1	18.9	30.6	9.2	43.5	12.1	25.2
Bradford	10.4	47.9	25.0	16.7	7.7	41.8	16.0	34.6	16.9	21.1	27.5	34.6
Euclid	17.4	43.5	26.1	13.0	2.6	37.2	23.1	37.2	19.2	14.5	36.3	29.9
Dennison	0.0	40.0	50.0	10.0	7.7	23.1	23.1	46.2	25.5	23.6	32.7	18.2
Level %	9.9	45.6	29.7	14.8	8.7	46.5	19.3	25.5	15.9	27.3	25.6	31.1
Max.	17.4	63.6	48.8	25.6	12.3	62.2	25.3	46.2	25.5	43.5	36.3	36.9
Min.	0.0	25.6	11.8	4.8	2.6	23.1	15.4	16.1	9.2	14.5	12.1	18.2
Range	17.4	38.0	37.0	20.8	9.7	39.1	9.9	30.1	16.3	29.0	24.0	18.7

TABLE 16

Preference for Function That Should be Emphasized at Their Schools

(Percentages)

Middle Schools

	Teachers				Parents				Students			
	Soc	Int	Per	Voc	Soc	Int	Per	Voc	Soc	Int	Per	Voc
Vista	18.8	52.1	22.9	6.3	4.9	55.3	25.0	14.8	17.1	31.3	19.9	31.7
Crestview	15.6	40.6	40.6	3.1	11.6	42.6	24.9	20.9	14.5	26.6	15.8	43.0
Fairfield	5.7	51.4	25.7	17.1	11.1	47.1	17.3	24.5	11.8	31.3	18.7	38.2
Rosemont	12.2	56.1	24.4	7.3	18.5	34.2	13.0	34.2	11.7	38.3	15.9	34.1
Newport	19.0	50.0	27.6	3.4	13.5	46.4	22.6	17.5	11.0	42.2	23.0	23.8
Woodlake	18.5	44.4	37.0	0.0	5.7	62.9	16.4	15.0	12.6	41.8	19.1	26.4
Atwater	13.0	47.8	30.4	8.7	5.8	55.8	19.5	18.8	16.7	40.8	18.1	24.4
Palisades	10.0	45.0	32.5	12.5	4.7	62.9	23.9	9.4	15.6	40.4	20.9	23.0
Laurel	4.8	47.6	19.0	28.6	8.1	47.3	17.6	27.0	15.9	33.6	18.6	31.8
Manchester	18.8	37.5	28.1	15.6	14.8	52.5	15.5	17.3	7.9	52.7	14.7	24.7
Bradford	11.1	37.0	29.6	22.2	11.9	40.0	27.6	20.5	13.8	39.2	13.0	34.1
Euclid	8.3	33.3	50.0	8.3	7.7	48.7	28.2	15.4	12.7	43.2	20.3	23.7
Level %	13.9	46.7	29.3	10.1	9.5	51.1	21.1	18.2	13.4	38.0	18.3	30.3
Max.	19.0	56.1	50.0	28.6	18.5	62.9	28.2	34.2	17.1	52.7	23.0	43.0
Min.	4.8	33.3	19.0	0.0	4.7	34.2	13.0	9.4	7.9	26.6	13.0	23.0
Range	14.2	22.8	31.0	28.6	13.8	28.7	15.2	24.8	9.2	26.1	10.0	20.0

TABLE 17

Preference for Function That Should be Emphasized at Their Schools

(Percentages)

Elementary Schools

	Teachers				Parents				Students			
	Soc	Int	Per	Voc	Soc	Int	Per	Voc	Soc	Int	Per	Voc
Vista	10.3	48.3	41.4	0.0	4.6	61.8	30.0	3.6	19.5	42.1	20.1	18.2
Crestview	31.0	34.5	31.0	3.4	10.4	50.5	28.3	10.8	12.4	47.2	12.4	28.1
Fairfield	14.7	50.0	17.6	17.6	13.0	45.7	19.6	21.7	23.1	28.8	18.6	29.5
Rosemont	3.4	48.3	48.3	0.0	19.2	42.5	16.4	21.9	11.4	45.5	17.0	26.1
Newport	23.1	50.0	23.1	3.8	18.1	56.9	20.7	4.3	11.4	46.4	24.1	18.1
Woodlake	4.5	59.1	36.4	0.0	4.3	70.1	23.2	2.4	15.6	52.1	15.0	17.4
Atwater	7.7	53.8	38.5	0.0	16.2	54.4	25.0	4.4	10.7	54.7	18.7	16.0
Palisades	0.0	82.4	17.6	0.0	3.4	75.7	20.9	0.0	8.4	60.5	17.6	13.4
Laurel	9.1	45.5	40.9	4.5	9.2	44.9	26.5	19.4	14.2	38.8	20.1	26.9
Manchester	15.4	38.5	46.2	0.0	11.5	67.3	12.5	8.7	10.4	58.5	8.5	22.6
Bradford	36.8	15.8	47.4	0.0	11.9	48.6	33.9	5.5	8.6	53.1	8.6	29.6
Euclid	9.5	66.7	19.0	0.0	4.4	57.4	30.9	7.4	14.4	46.2	22.7	16.7
Dennison	0.0	50.0	50.0	0.0	0.0	50.0	20.0	30.0	21.4	42.9	28.6	7.1
Level %	14.0	48.9	33.5	3.5	9.3	57.6	24.5	8.6	13.8	47.1	17.3	21.8
Max.	36.8	82.4	50.0	17.6	19.2	75.7	33.9	30.9	23.1	60.5	28.6	29.6
Min.	0.0	15.8	17.6	0.0	0.0	42.5	12.5	0.0	8.4	28.8	8.5	7.1
Range	36.8	66.6	32.4	17.6	19.2	33.2	21.4	30.0	14.7	31.7	20.1	22.5

The magnitude and direction of difference between preferred and perceived functions emphasis for each data source at each school is shown in Tables 18, 19 and 20 for high schools, middle schools and elementary schools, respectively. Only differences of 10 or more percentage points are entered on the tables.

TABLE 18

Magnitude and Direction of Difference Between Preferred and Perceived Functions Emphasis

High Schools

	Social			Intellectual			Personal			Vocational		
	Tch	Par	Stu	Tch	Par	Stu	Tch	Par	Stu	Tch	Par	Stu
Vista				-41		-46	+38	+15	+18			+21
Crestview		-10		-10		-36	+15		+15			+15
Fairfield				+14	+22	-35	+40			-41	-26	+18
Rosemont					+11	-45	+26	+10		-19	-13	+14
Newport	-10					-48	+24		+18			
Woodlake	-21	-23				-41	+22		+11	+24		+20
Atwater		-12		-15		-41	+16		+14			+22
Palisades		-13		-12		-35	+16		+14			+14
Laurel		-10				-19		+15				+15
Manchester	-19	-10				-22	+17					
Bradford	-26	-17		+24		-40	+16		+18	-14		+14
Euclid	+11	-10			-20	-44	+16	+14	+17	-14	+17	+19
Dennison	-20	-23		+10		-37		+15	+15	+10	+15	+13

TABLE 19

Magnitude and Direction of Difference Between
Preferred and Perceived Functions Emphasis

Middle Schools

	Social			Intellectual			Personal			Vocational		
	Tch	Par	Stu	Tch	Par	Stu	Tch	Par	Stu	Tch	Par	Stu
Vista	+14			-29	-18	-36		+15	+13			+18
Crestview				-25	-10	-32	+31	+15				+24
Fairfield				+15		-27	+23	+10		-12	-14	+19
Rosemont						-10	+17				+10	
Newport	-20	-17				-21	+19					+16
Woodlake		-14		-21		-34	+30		+11		+11	+22
Atwater		-14		-13		-30	+13				+11	+18
Palisades		-18		-23		-30	+19	+12				+17
Laurel						-16	+19			-14	+14	+18
Manchester				-56		-11	+28			+16		+12
Bradford		-10		-37	-12	-28	+22			+22		+23
Euclid		-13		-17	-22	-29	+33	+22	+10	-17	+13	+12

TABLE 20

Magnitude and Direction of Difference Between Preferred and Perceived Functions Emphasis

Elementary Schools

	Social			Intellectual			Personal			Vocational		
	Tch	Par	Stu	Tch	Par	Stu	Tch	Par	Stu	Tch	Par	Stu
Vista				-45	-23	-18	+38	+21	+10			
Crestview	+14			-41	-14	-12	+24	+12				
Fairfield			+15	-12		-26		+13				
Rosemont				-25	-16	-12	+32		+10		+13	
Newport				-18		-14	+15					
Woodlake				-32		-20	+36	+12				
Atwater				-30	-20	-20	+30	+13	+12			
Palisades				-18		-10	+18	+12				
Laurel		-12		-37	-43		+37	+13			+12	
Manchester				-54			+46					+11
Bradford	-16	-14		-21			+37	+19				
Euclid	+10			-33	-18	-19	+19	+21				
Dennison		-20	+14	-25		-28	+50	+10	+14	-25	+10	

Three patterns are predominant in this array of difference scores. Most striking are the student data for the Intellectual function. At every high school the percentage of students who prefer this function is less than the percentage who see the Intellectual function as the one being emphasized at their schools. At most of these schools the preferred change in emphasis is for the Personal and/or the Vocational functions. The next most predominant pattern is the need for increased emphasis on the Personal function expressed by teachers at most of the high schools. This concern is expressed by all three data sources at Vista and Euclid High Schools. Parents' scores at nine of the thirteen high schools indicate a desire for less emphasis on the Social function; this is shared by teachers at Woodlake, Manchester, Bradford and Dennison High Schools.

The pattern of differences between the two emphasis questions at the middle schools is very similar to the pattern at the high schools. Here also students at all schools are expressing a desire for less emphasis on the Intellectual function, and this view is shared by both teachers and parents at four of the middle schools (Vista, Crestview, Bradford and Euclid). The negative difference scores on the Intellectual function and the positive difference scores on the Vocational function for students closely parallel the high school distributions. However, there are only three middle schools where students scores indicate a preference for more emphasis on the Social function; there are nine high schools where this change in emphasis appears.

The pattern of teachers' difference scores on the Personal function is also similar to that of the high schools. At all but one of the schools teachers are expressing a preference for more emphasis on the Personal function.

At one-half of the middle schools, parents would like to see less emphasis on the Social function; at only one school at this level, however, is this also reflected in the teachers' scores.

The pattern at the elementary schools differs in many ways from the pattern we have seen at the secondary schools. The only striking similarity is teachers' preference for more emphasis on the Personal function, indicated at all but one of the elementary schools. Students at several but not at all schools would prefer less emphasis on the Intellectual function. The most dramatic difference between the elementary and secondary data is the teachers' preference for less emphasis on the Intellectual function at all of the elementary schools. There is also more evidence of parents' agreement with this at the elementary level, so that at five of the elementary schools all three data source are expressing a preference for less emphasis on the Intellectual function (Vista, Crestview, Rosemont, Atwater and Euclid). At almost all schools at this level parents are also saying they would like to see more emphasis on the Personal function. There are only a few difference scores for either the Social or the Vocational functions at the elementary level.

Summary

Comparison of the two emphasis questions for each data source at each school yields the following predominant patterns:

At 34 of the 38 schools surveyed teachers would prefer more emphasis on the Personal function. This view is shared primarily by elementary school parents and high school students.

At 36 of the 38 schools students would prefer less emphasis on the Intellectual function and this view is shared by teachers at all of the elementary schools, and teachers at two-thirds of the middle schools.

At 22 of the 25 secondary schools students would prefer more emphasis on the Vocational function.

At 15 of the 25 secondary schools parents would prefer less emphasis on the Social function.

In addition to these predominant patterns across schools, individual schools for which there is agreement among all three data sources in the direction of the difference (within a magnitude of 10 or more percentage points) between perceived and preferred emphasis for any function are listed in Figure 9.

	Social	Intellectual (-)	Personal (+)	Vocational (+)
High Schools	None	None	Vista Euclid	Dennison
Middle Schools	None	Vista Crestview Bradford Euclid	Euclid	None
Elementary Schools	None	Vista Crestview Rosemont Atwater Euclid	Vista Atwater Dennison	None

Figure 9. Schools with agreement among all three data sources in direction of difference between perceived and preferred emphasis.

Section V

Function Congruence

A. Schooling Levels Analysis

A function congruence measure was generated from the responses to the perceived and preferred functions questions for each individual. If the same function was selected for both questions there is congruence between what the person thinks their school should be emphasizing and his/her perception of what the school is emphasizing. Function congruence can be considered as one measure of satisfaction with what the school is providing for students.

The percentage of teachers, parents and students who selected the same function for both the perceived and preferred emphasis questions are shown below for the three levels of schooling:

	High Schools	Middle Schools	Elementary Schools
Teachers	35.4%	45.9%	52.9%
Parents	41.2	47.5	59.3
Students	42.1	49.9	53.6

For each data source there appears to be least congruence at the high school level and most congruence at the elementary level, with high school teachers the least satisfied group and elementary parents the most satisfied as measured by congruence between perceived and preferred functions emphasis. However, even for the "most satisfied" group there remains approximately 40% who are expressing dissatisfaction with the function emphasis at their schools.

B. Individual Schools Analysis

There is a considerable range across schools in the percentage of individuals whose responses indicate function congruence. In Tables 21 22 and 23 the schools are rank ordered according to percentage of congruence, each data source within level of schooling.

At the high school level there are only a few schools in which there appears to be agreement among all three data sources in this index of satisfaction. Bradford is very low for all respondents, Fairfield is very low for parents and teachers, somewhat higher for students, but still less than 40% congruent. Palisades is high for parents and teachers, somewhat lower for students. Atwater stands out in that it is highest for teachers but very low for parents and students. Conversely, Rosemont is low for teachers but relatively high for parents and students.

There appears to be somewhat more agreement among data sources at the middle level with Atwater, Woodlake and Rosemont relatively high for all, and Fairfield lowest for parents and teachers, somewhat higher for students. Again, there are some notable differences, however. Vista is high for parents and teachers and lowest for students. Manchester students are considerably higher than parents and teachers (the same pattern found for Manchester High School).

At the elementary level Palisades is high and Laurel is relatively low for all data sources. A very large difference exists between parents and teachers at Manchester Elementary with approximately 70% of the parents expressing satisfaction but only 38.5% of the teachers having positive functions congruence scores; the student percentage is 56.6, which is relatively high in the distribution of student scores. Dennison Elementary School ranks lowest for both parents and teachers, but relatively high for students. Bradford is in the lower half of the distribution for parents and teachers (with approximately 50% congruence) but ranks highest for students (63.5%). Fairfield percentages are very much like Bradford for parents and teachers but the Fairfield students rank lowest of all elementary students (43.0%).

TABLE 21

Function Congruence

High Schools

Teachers		Parents		Students	
Atwater)	60.0%	Palisades	51.7%	Manchester	53.6%
Dennison)	60.0	Laurel	47.4	Laurel	52.9
Palisades	56.4	Vista	46.8	Rosemont	51.1
Woodlake	44.2	Crestview	46.0	Dennison	50.9
Laurel	41.2	Rosemont	45.6	Palisades	44.7
Manchester	40.0	Euclid	40.5	Newport	41.6
Vista	36.9	Manchester	39.3	Woodlake	40.5
Euclid	36.4	Newport	39.1	Crestview	40.3
Crestview	34.9	Dennison	38.5	Fairfield	38.7
Newport	32.0	Woodlake	36.9	Euclid	35.8
Rosemont	23.6	Atwater	36.8	Vista)	34.8
Fairfield	21.4	Bradford	29.2	Bradford)	34.8
Bradford	15.6	Fairfield	29.1	Atwater	31.1
Range	44.4	Range	22.6	Range	22.5

TABLE 22

Function Congruence

Junior High/Middle Schools

Teachers		Parents		Students	
Rosemont	61.0%	Palisades	52.7%	Euclid	62.4%
Vista	58.3	Vista)	52.6	Manchester	58.0
		)			
Atwater	56.5	Woodlake)	52.6	Rosemont	57.5
Woodlake	53.8	Atwater	52.0	Atwater	52.6
Palisades	52.6	Rosemont	50.0	Woodlake	52.0
Crestview	43.8	Euclid	48.6	Newport	51.6
Bradford	40.7	Manchester	47.1	Palisades)	47.4
				)	
Laurel	38.1	Laurel	44.8	Bradford)	47.4
Newport	36.2	Newport	43.1	Fairfield	46.2
Manchester	35.5	Bradford	42.3	Laurel	44.3
Euclid	33.3	Crestview	41.0	Crestview	44.1
Fairfield	31.4	Fairfield	37.4	Vista	43.3
Range	29.6	Range	15.3	Range	19.1

TABLE 23

Function Congruence

Elementary Schools

Teachers		Parents		Students	
Palisades	82.4%	Palisades	73.8%	Bradford	63.5%
Euclid	66.7	Manchester	69.7	Atwater	61.3
Newport	60.0	Vista	64.8	Palisades	58.1
Rosemont	58.6	Woodlake	64.0	Dennison	57.1
Vista	51.7	Atwater	61.5	Manchester	56.6
Fairfield)	50.0	Newport	58.1	Woodlake	56.3
Woodlake)	50.0	Euclid	56.7	Newport	55.8
Atwater)	50.0	Crestview	53.8	Euclid	53.8
Bradford	47.4	Rosemont	53.7	Crestview	52.8
Laurel	45.5	Bradford	50.0	Vista	49.7
Crestview	41.4	Fairfield	49.7	Rosemont	48.3
Manchester	38.5	Laurel	47.3	Laurel	44.3
Dennison	25.0	Dennison	40.0	Fairfield	43.0
Range	57.4	Range	33.8	Range	20.5

C. Function Congruence as One Measure of Program Satisfaction

There does not appear to be a relationship between the function congruence measure and the size of the school, race/ethnicity of the student population or location of the school (urban, suburban or rural). However, if function congruence can be considered as one measure of satisfaction with what a school is providing for students, as suggested earlier, we would expect those individuals who were congruent on this measure to view their schools more positively than those individuals who expressed dissatisfaction with the function emphasis at their schools. We would particularly expect to find differences in the degree to which they expressed satisfaction with the quality and relevance of the curriculum at their schools.

Several questions were selected from the teacher, parent and student survey to test these expectations. All respondents were assigned to one of two groups. Those who selected the same response for both the perceived and preferred emphasis questions comprise the "congruent" group. (For this purpose it doesn't matter which function was selected, so long as the same one was selected for both questions.) Those who selected different functions for the two questions we have labeled "non-congruent." (For this group also we are not concerned with which function was selected for each question, but only that a different one was selected for each question.)

The most global school satisfaction measure was obtained by asking all respondents to give their school a letter grade from A to Fail. Table 24(A) presents the mean school grading scores for the "congruent" and "non-congruent" groups of teachers, parents, secondary and upper elementary students. (On Tables 24 through 29 the exact wording of the questions and the coding formats are noted.) For each of the four data

TABLE 24(A)

Grading of the School

	Congruent			Non-Congruent				
	$\bar{X}$	SD	N	$\bar{X}$	SD	N	Diff	F
Teachers	3.88	0.80	553	3.46	0.90	758	0.42	78.0***
Parents	3.95	0.85	3662	3.43	0.98	4152	0.52	630.7***
Secondary Students	3.58	1.05	4949	3.36	1.08	5998	0.22	112.3***
Upper Elem. Students	4.16	1.10	825	3.97	1.25	717	0.19	10.5***

*** Sig. .001 level

Note: "Students are often given the grades A, B, C, D and Fail to describe the quality of their work. If schools could be graded the same way, what grade would you give this school?"

Coding: A=5, B=4, C=3, D=2, Fail=1

TABLE 24(B)

Crosstabulation of Function Congruence and Grading of the School--Parents and Teachers

Parents

	A or B	C	D or Fail	Row Total
Non-Congruent	2098[a]	1432	622	4152
	50.5[b]	34.5	15.0	53.1
	26.8[c]	18.3	8.0	
Congruent	2740	751	171	3662
	74.8	20.5	4.7	46.9
	35.1	9.6	2.2	
Column Total	4838	2183	793	7814
	61.9	27.9	10.1	100.0

X^2 = 525.47 Sig. .001 level

Teachers

	A or B	C	D or Fail	Row Total
Non-Congruent	388	262	108	758
	51.2	34.6	14.2	57.8
	29.6	20.0	8.2	
Congruent	405	119	29	553
	73.2	21.5	5.2	42.2
	30.9	9.1	2.2	
Column Total	793	381	137	1311
	60.5	29.1	10.5	100.0

X^2 = 69.23 Sig. .001 level

a cell frequency
b row percent
c cell percent

sources the "congruent" group has a higher mean school grading scores than the "non-congruent" group. (Differences between these means are all statistically significant at the .001 level.)

Crosstabulations of the same data for parents and teachers are shown in Table 24(B). From this we can see that three-fourths of the "congruent" parents have given their schools a grade of A or B and only one-fourth a grade of C or lower, while only one-half of the "non-congruent" parents thought their schools merited an A or B grade, 35% gave their schools a grade of C, and 15% thought their schools deserved a grade of D or Fail. The crosstabulation of the teacher data shows a strikingly similar pattern.

Teachers, parents and secondary students were given a list of things which could be a problem at any school and were asked to indicate to what extent each of these was a problem at their schools. "Poor curriculum" was selected from the list of possible problems for this analysis, the results of which are presented in Table 25.

For each data source the "non-congruent" group has a higher mean score than the "congruent" group which is an indication that, on the average, those respondents who are not satisfied with the function their school <u>does</u> emphasize also perceive "poor curriculum" to be a problem of greater intensity at their schools than do those respondents who perceive and prefer the same function emphasis.

An item was included in the survey pertaining to the relevance of what students are learning for their later life. We can see in Table 26 that the "congruent" group of teachers, parents and secondary students rated the relevance of learning higher than the "non-congruent" group. We can't tell from this question alone if the respondents had in mind course offerings, content of the courses, the quality of teaching, or something else. But two

TABLE 25

Poor Curriculum as a School Problem

	Congruent			Non-Congruent				
	$\bar{X}$	SD	N	$\bar{X}$	SD	N	Diff	F
Teachers	1.55	0.64	539	1.66	0.70	740	-.11	9.0**
Parents	1.53	0.65	3477	1.79	0.73	3938	-.26	267.9***
Secondary Students	1.64	0.70	4912	1.73	0.71	5981	-.09	37.9***

**Sig. .01 level

***Sig. .001 level

Note: "To what extent is _____ a problem at your school."
Parents & Teachers: "poor curriculum"
Students: "poor courses or not enough different subjects offered"

Coding: 1=Not a problem, 2=Minor problem, 3=Major problem

TABLE 26

Relevance of Learning for Later Life

	Congruent			Non-Congruent				
	$\bar{X}$	SD	N	$\bar{X}$	SD	N	Diff	F
Teachers	3.51	0.64	549	3.22	0.69	754	.29	58.2***
Parents	3.45	0.72	3622	3.03	0.92	4104	.42	477.9***
Secondary Students	3.40	0.78	5009	3.22	0.87	7557	.18	139.1***

*** Sig. .001 level

Note: Teachers, "What students are learning in this school will be useful for what they will need to know later in life."
Parents, "What my child is learning in school will be useful for what he/she will need to know later in life."
Students, "What I'm learning in school will be useful for what I need to know later in life."

Coding: 1=Strongly disagree, 2=Mildly disagree, 3=Mildly agree, 4=Strongly agree

items from the secondary student survey provide us with some additional information.

They were asked to indicate the extent to which they agreed with the statements: "There are things I want to learn about that this school doesn't teach" and "This school gives students a good education." According to the mean scores presented in Table 27 the "non-congruent" group of students agreed more strongly with the first item, indicating that their schools were not meeting their needs in respect to course offerings. The "congruent" group perceived the quality of their education to be better than the "non-congruent" group as evidenced by the difference in their mean scores on the second item.

Parents were asked to indicate how satisfied they were with what their schools were providing for their children in each of the eight major subject areas (six subject areas at elementary schools). For this analysis an index of satisfaction across subject areas was computed, and the mean scores for this satisfaction index are shown in Table 28. While the mean scores for both groups fall in the "Somewhat Satisfied" category of response, the mean score for the "congruent" group is greater than the mean score for the "non-congruent group (statistically significant at the .001 level).

Data from the Study of Schooling show that there is considerable variation across schools in the amount of influence parents and teachers feel they have in making decisions for their schools. According to the data in Table 29, it appears that the "congruent" parents feel they have more influence in making decisions for their schools than do "non-congruent" parents. The same is true for teachers, not only as regards decision-making in general, but specifically when these decisions pertain to changes in the curriculum. While we cannot infer a causal relationship from these

TABLE 27

Student Satisfaction With School Program

	Congruent			Non-Congruent				
	$\bar{X}$	SD	N	$\bar{X}$	SD	N	Diff	F
Students[a]	2.85	0.98	5003	2.97	0.96	6052	-.12	38.4***
Students[b]	3.06	0.82	4989	2.87	0.85	6043	.19	146.7***

***Sig. .001 level

Note: [a]There are things I want to learn that this school doesn't teach.

[b]This school gives students a good education.

Coding: 1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree

TABLE 28

Parents' Satisfaction With What Their Children Are Learning

(Subject Focused)

	Congruent			Non-Congruent				
	$\bar{X}$	SD	N	$\bar{X}$	SD	N	Diff	F
Parents	3.36	0.54	3656	3.10	0.60	4164	.26	384.9***

***Sig. .001 level

Note: How satisfied are you with what this school is providing for your child (or children) in the following subject areas?

Secondary School Parents: Satisfaction Index over 8 subject areas: English, Math, Social Studies, Science, The Arts, Foreign Language, Vocational/Career Education and P.E.

Elementary School Parents: Same as Secondary School Parents, excluding Foreign Language and Vocational Education.

Coding: 1=Very Dissatisfied, 2=Somewhat Dissatisfied, 3=Somewhat Satisfied, 4=Very Satisfied

TABLE 29

Parent and Teacher Influence in Decision-Making

	Congruent			Non-Congruent				
	$\bar{X}$	SD	N	$\bar{X}$	SD	N	Diff	F
Parents[a]	1.93	0.60	3367	1.78	0.62	3841	.15	102.7***
Teachers[b]	2.23	0.53	545	2.12	0.53	747	.11	14.3***
Teachers[a]	2.23	0.59	549	2.11	0.63	755	.12	12.2***

***Sig. .001 level

Note: a. How much influence do parents have in making decisions for this school.
b. How much influence do teachers have in making decisions for this school.
c. How much influence do teachers have in this school in making decisions about changes in curriculum.

Coding: 1=No influence, 2=Some influence, 3=A lot of influence

data, it seems probable that the more teachers and parents (and students as well) are involved in making curricular decisions, the greater the likelihood that the needs of a greater number of students will be met. Through such a process the teachers (as well as school and district administration) would become more aware of the needs of the students and the expectations of the parents, and the parents would become more familiar with the school program, and the options available for their children.

Summary

Teachers, parents and students participating in A Study of Schooling were given descriptions of four broad functions of schooling, Intellectual, Social, Personal and Vocational Development, and were asked to respond to a series of questions regarding these functions.

The first question asked them to rate the importance their schools assigned to each of the four functions. There was considerable variation both across schools and across data sources within most schools in response to this question. Schools were identified which were perceived by all three data sources to be either notably high or low on all four functions.

When the same respondents were asked to indicate how important they thought each function should be at their schools, over 90% said all functions should be considered "important" or "very important." (The Vocational function at the elementary level of schooling was thought to be somewhat less important.) There was much less variation across schools and across data sources in response to this question.

The difference scores based on a comparison of responses to these two questions were arrayed for each school as a means for identifying areas of satisfaction or dissatisfaction for particular groups and/or schools.

When asked to select the function that was most emphasized at their schools, there was again considerable variation across schools. At each of the 38 schools, however, the largest percentage of students said the Intellectual function was the one most emphasized. This was also true for teachers and parents at most schools; the Vocational function was seen as receiving most emphasis in most of the schools deviating from this pattern.

Teachers, parents and students were then asked to select the function they thought should be emphasized at their school, and the comparison of the responses to this question and the previous question pertaining to perceived functions emphasis produced some pervasive patterns across schools. At most of the schools surveyed teachers would prefer more emphasis on the Personal function, a view shared by elementary school parents and high school students. At almost all of the schools students would prefer less emphasis on the Intellectual function, and more emphasis on the Vocational function. Teachers at all of the elementary schools and many of the middle schools also preferred less emphasis on the Intellectual function.

All of the findings pertaining to the four questions summarized to this point considered each of the four functions separately. The final section of this report dealt with the concept of function congruence, the same function having been selected by an individual in response to both of the emphasis questions, regardless of which one of the functions that happened to be. The percentages of congruent teachers, parents and students were calculated for each school, and these ranged from a low of 16% of teachers at one of the high schools to a high of 82% of teachers at one of the elementary schools.

It was suggested that function congruence might be used as one measure of satisfaction with what a school is providing for students. "Congruent" respondents were compared with "non-congruent" respondents on several other questions pertaining to their schools. These analyses showed that the "congruent" groups did indeed feel more positive about their schools, in general (as measured by the letter grade they gave their schools) and more specifically in regard to the relevance and quality of the education that students were experiencing. Additionally, "congruent" parents and teachers

felt they had more influence in making decisions for their schools than did those in the "non-congruent" group. While the magnitude of the difference between the means for the two groups is not large for most of the variables tested, the difference is consistently in the expected direction.

In summary, these results are consistent with the notion that schools must involve teachers, parents and students in making decisions about school programs in order to successfully meet the needs of their students, satisfy the expectations of parents, and engage and retain committed teachers.

000 74

APPENDIX A

FUNCTIONS QUESTIONS AS WORDED IN TEACHER, PARENT AND STUDENT SURVEYS

Schools usually provide education in a variety of areas. However, some areas may be more important at one school than at another.

7. As far as you can tell, how important does THIS SCHOOL think each of the following areas is for the education of students at this school?

	Very Important	Somewhat Important	Somewhat Unimportant	Very Unimportant
a. SOCIAL DEVELOPMENT (Instruction which helps students learn to get along with other students and adults, prepares students for social and civic responsibility, develops students' awareness and appreciation of our own and other cultures)	O	O	O	O
b. INTELLECTUAL DEVELOPMENT (Instruction in basic skills in mathematics, reading, and written and verbal communication; and in critical thinking and problem-solving abilities)	O	O	O	O
c. PERSONAL DEVELOPMENT (Instruction which builds self-confidence, creativity, ability to think independently, and self-discipline)	O	O	O	O
d. VOCATIONAL DEVELOPMENT (Instruction which prepares students for employment, development of skills necessary for getting a job, development of awareness about career choices and alternatives)	O	O	O	O

8. Which <u>one</u> do you think receives the most emphasis at this school? (Please mark ONLY ONE.)

- O Social development
- O Intellectual development
- O Personal development
- O Vocational development

9. Regardless of how you answered the previous questions, how important do YOU THINK each of these areas <u>should</u> be at this school?

	Very Important	Somewhat Important	Somewhat Unimportant	Very Unimportant
a. Social development	O	O	O	O
b. Intellectual development	O	O	O	O
c. Personal development	O	O	O	O
d. Vocational development	O	O	O	O

10. If you had to choose only <u>one</u>, which do YOU THINK this school <u>should</u> emphasize? (Please mark ONLY ONE.)

- O Social development
- O Intellectual development
- O Personal development
- O Vocational development

Functions Questions as worded in:

Secondary Student Survey

All schools teach pretty much the same things, but they may think some things are more important than others. . . .

14. How important does this school think each of these things is for students?

	Very Important	Somewhat Important	Somewhat Unimportant	Very Unimportant
a. To work well with other people	○	○	○	○
b. To learn the basic skills in reading, writing, arithmetic, and other important subjects	○	○	○	○
c. To become a better person	○	○	○	○
d. To get a good job	○	○	○	○

15. Which ONE of these does this school think is the most important thing for students? (Mark only one)

- ○ To work well with other people
- ○ To learn the basic skills in reading, writing, arithmetic, and other subjects
- ○ To become a better person
- ○ To get a good job

16. What importance do YOU place on each of these things?

	Very Important	Somewhat Important	Somewhat Unimportant	Very Unimportant
a. To work well with other people	○	○	○	○
b. To learn the basic skills in reading, writing, arithmetic, and other important subjects	○	○	○	○
c. To become a better person	○	○	○	○
d. To get a good job	○	○	○	○

17. If you had to choose only the ONE most important thing for you, which would it be? (Mark only one)

- ○ To work well with other people
- ○ To learn the basic skills in reading, writing, arithmetic, and other subjects
- ○ To become a better person
- ○ To get a good job

Upper Elementary Student Survey

7. All schools teach pretty much the same things, but they may think some things are more important than others. Which ONE of the following does THIS SCHOOL think is the most important thing for students? Read all four sentences carefully, and then mark only one circle.

- ○ To work well with other people
- ○ To learn the basic skills in reading, writing, arithmetic, and other important subjects
- ○ To become a better person
- ○ To get a good job

8. If you had to choose only the ONE most important thing FOR YOU, which of the following would it be? Read all four sentences carefully, and then mark only one circle.

- ○ To work well with other people
- ○ To learn the basic skills in reading, writing, arithmetic, and other important subjects
- ○ To become a better person
- ○ To get a good job

APPENDIX B

NUMBER OF TEACHER, PARENT AND STUDENT RESPONDENTS AT EACH SCHOOL

78

TABLE 30

Number of Respondents at Each School*

	High Schools			Middle Schools			Elementary Schools		
	Tch	Par	Stu	Tch	Par	Stu	Tch	Par	Stu
Vista	84	629	757	48	412	627	29	280	159
Crestview	44	313	537	32	249	379	29	212	89
Fairfield	43	292	651	35	208	406	34	184	156
Rosemont	112	426	690	41	146	472	29	73	88
Newport	76	343	700	58	252	583	26	116	166
Woodlake	53	467	563	27	280	397	22	211	167
Atwater	25	153	269	23	154	299	13	68	75
Palisades	55	442	640	40	297	339	17	148	119
Laurel	17	79	211	21	74	220	22	98	134
Manchester	66	454	741	32	284	368	13	104	106
Bradford	48	376	622	27	210	370	19	109	162
Euclid	23	78	234	12	39	118	21	68	132
Dennison	10	13	55	-	-	-	4	10	14

* Average number of respondents. Variation across questions ranges from 0.0 to 2.5 percent.

79